Bullion Lane Primary School

Accessibility Plan

Contents

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

 Increase the extent to which disabled pupils can participate in the curriculum

 Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

 Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Contextual Information

The school is a one storey building which has disabled facilities and toilets. Wheelchair access is available into the main building. All areas of the school grounds are accessible to wheelchair users.

At present we have no wheelchairs dependent pupils, but we have some parents with mobility impairments.

The Current Range Of Disabilities Within Bullion Lane Primary School

The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

Any medical conditions are registered and staff are aware of these children.

We have competent First Aiders and Paediatric who hold current First Aid certificates. All medication is kept in a safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. (See Medical Conditions policy)

This Accessibility Plan is subject to change when necessary depending on the pupils we have in school.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Evaluation
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils.	Monitor resource different needs with subject coordinators	Arrange for discussion of resources to be on the staff meeting agenda (Termly)	HT & Teaching Staff	At the end of each term	
	• We use resources tailored to the needs of pupils who require support to access the curriculum.	Ensure all pupils are assessed for their needs and appropriate adjustments are identified where possible	Identify any additional resources or equipment and purchase in response to staff discussions (termly)	HT & Teaching Staff	At the end of each term	
				HT & SENCo with Teaching Staff	At the end of each term	
	• Curriculum resources include examples of	Monitor all tracking and curriculum	Track all progress and review all children (Termly)			

	• people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils.	targets on a on a termly basis Ensure any SEND support is identified and monitored				

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Evaluation
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • easy access through main entrance • Corridors are wide to enable wheelchair access • Disabled parking if required in the car park • Disabled toilets and changing facilities for pupils and staff	Ensure signage around the entrances and exits are clear Ensure corridors are accessible (ST)	Ensure corridors are free from any clutter Monitor parking if bay required	HT & Caretaker	On-going monitoring	

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Evaluation
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations	To ensure signage is appropriate for its purpose To ensure reading materials meet all children's needs To ensure signage is easy to access	HT & H&S Governor to assess signage HT & staff to discuss printed materials and children's needs at staff meetings	HT & H&S Governor HT & Teaching Staff	On-going monitoring to July '23	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body following liaison with staff, pupils, parents and staff.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit summary

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridors	**Corridors around school**	Ensure all corridors have wide access and are not blocked	All staff	Ongoing
Doors	**Main Entrance**	Ensure doors can be opened by pupils/staff	Office Staff	Immediately
Parking	**Bay in car park**	Ensure markings are clear.	Site Manager	Completed
Entrances	**Front and rear**	Ensure area is free of hazards and is well lit.	Site Manager	
Toilets	**Disabled toilet**	Ensure access to toilet	Site Manager	Completed
Internal signage	**Emergency signage**	Ensure this is available in all rooms and is clear	Site Manager	Completed
Emergency escape routes	**Various routes around school**	Ensure routes are not blocked and that they are well marked by clear signage	All staff	Ongoing